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Africa Education Initiative - Senegal Country Case Study

Implementing AEI in Senegal



Senegal is participating in three AEI components: Teacher Training, Textbooks and Other Learning Materials (TOLM), and the Ambassadors' Girls' Scholarship Program (AGSP). There are ongoing discussions on developing a project under the Innovative Activities component. The West Africa Mobile Task Team on HIV/AIDS (WAMTT), is a regional program under Innovative Activities that is based in Senegal.

AEI's cross-cutting themes, HIV/AIDS mitigation through education, and community and parental involvement in school governance, are well-integrated into most activities. While Senegal is not formally participating in the Marginalized Communities Program, AEI activities are targeting these communities and their leaders with some notable success.

AEI is supporting the transition to Child-Centered Learning in Senegal

Funding data for AEI in Senegal is incomplete at this time. For Teacher Training, \$1,950,000 was obligated through FY2004. Data is not yet available on funding for AGSP. TOLM phase 1 (FY2003-2005) was a centrally funded regional project, and Senegal's participation in phase 2 – which would have a country-attributable budget, is not yet confirmed. The WAMTT is also a centrally funded regional program, although as relationships develop between the WAMTT and the Ministry of Education (MOE), it is anticipated that country-funding would become available – and Senegal is planned as the first country program to be developed.

Teacher Training. AEI/Senegal's teacher training funds have been fed into the Academy for Educational Development's (AED) Program d'Appui à l'Enseignement Moyen (PAEM), in order to fulfill the needs of PAEM's intermediate objective, *improving the quality of middle school education by strengthening the capacity of teachers and school directors, and empowering parents and communities to be involved in their children's middle school education.* This component of PAEM is tagged the "Senegal's Improved Teacher Training Program" (SITT) and allows for separate tracking of funds and results. SITT is implemented primarily by AED in consultation with the Directorate

of General Middle School and Secondary Education (MEMSG) of the MOE. The Paul Gerin Lajoie Foundation provides additional support related to the training of principals.

SITT'S overall strategy for improving education quality in middle school is tied to refining and implementing teacher and school director education policies based on Senegal's Ten Year Plan for Education and Training (PDEF). This would be achieved by:

- ***Establishing Performance Standards.*** SITT's first year focused on developing performance standards for teachers and principals, training district officials and pedagogic advisors on these standards - as well as techniques for conducting community-based discussions/workshops on the standards. Testing of these new skills was conducted by hosting the *Quality Circle* in Dakar, where new trainees shared the first version of the standards with an audience of 46 partners in education.

Workshops were then held in the targeted regions of Fatick, Tambacounda and Kolda. The workshops facilitated not only the familiarization of the standards, but also on the MOE's 10 year plan for reform – to which many at the district level had not been previously exposed. The workshops assisted over 400 participants - administrative and academic authorities, teachers' unions, students' parents and students themselves - to understand the new standards, and thus be able to provide substantial input on these standards. Workshops were considered very successful – having brought in more participants than anticipated, resulting in important recommendations, and receiving print and television media coverage.

- ***Developing Training Modules Based on Performance Standards.*** SITT's second year is focused on developing training modules for district officials and pedagogic advisors to conduct in-service and pre-service teacher training on the new standards. The development of the modules is also an inclusive approach through teams of writers coming from the MOE, teachers, principals, university professors, and other education administrators. After drafting the modules, teachers unions and parental groups were brought into discussions that reviewed the general objectives of the modules. To date, SITT has completed three draft modules for teachers, four draft modules for principals. In September 2005, training will be delivered on three modules – Motivating Students (teachers), Leadership (principals), and Professional Practice (principals).



One of SITT's writing teams discussing the draft training modules on performance standards

- ***Developing Effective School Based Training Units (Pedagogical Cells).*** In addition to training on performance standards, SITT is establishing pedagogical cells to deliver high-quality training on cross-disciplinary and supplemental topics to the national curriculum. These specialized trainings have already reached unqualified teachers (pre-service) on themes such as teaching by objective and evaluating students, and will soon reach 5th grade teachers (in-service) on themes including gender in the classroom, conflict resolution, and HIV/AIDS.

- **Action research.** A pilot program of school-based action research was established at four middle schools in the department of Fatick. The activity, which is led by la Fondation Paul Gerin Lajoie, provides school staff (principals, teachers) and local community members with the tools and expertise needed to identify pedagogic problems and develop action-oriented solutions that can be carried out by the community, possibly as part of the school's improvement plan.

Funding for Teacher Training in Senegal. To date, the SIT'T program has received a total of \$1,950,000 in AEI funds for FY2003-2004. In-service training has received about two-thirds of these funds. Through the life of the SIT'T project (through September 2007), a total of \$4 million of AEI teacher training funds are expected.

Current Funding Levels for AEI Teacher Training in Senegal

	FY03		FY04		TOTAL OBLIGATED
	Allocated	Obligated	Allocated	Obligated	
In-Service	\$600,000	\$600,000	\$700,000	\$700,000	\$1,300,000
Pre-Service			\$650,000	\$650,000	\$650,000
	\$600,000	\$600,000	\$1,350,000	\$1,350,000	\$1,950,000

Textbooks and Other Learning Materials. Under the first phase of TOLM (FY2003-2005), a partnership was formed between officials of North Carolina's Elizabeth City State University (ECSU), the Senegalese MOE, and the University of Dakar.



The Senegalese TOLM team – from the Ministry of Education and the University of Dakar

The general textbook-to-pupil ratio in Senegal is 1:3. However, for science books, the ratio is a troubling 1:10. Literacy in general is also very low among adults and children alike. The TOLM partnership determined that the greatest need for materials would be in science and language arts – with all materials also focusing on literacy.

For the first year of the program, the partnership focused on developing boxed libraries of readers for every primary school in Senegal. Each library has 15 titles, for various literacy levels, and each school received at least one library, and in many cases

schools received up to 10 boxed libraries.

For the second year, the focus turned to developing the language arts textbook for grades 1-2, and a science textbook for grades 4-5. Both textbooks were to be designed using competency-based/critical thinking instruction, a departure from the existing testing-based instruction materials.

The second phase of the TOLM Component (FY2006-2008) is currently in development. Senegal is one of 13 countries eligible to receive the anticipated six country program awards.

Funding for the TOLM program in Senegal. The TOLM is a centralized contract with Hampton University and its subcontractor HBCUs, including ECSU. While discrete country budgets were

not developed, the \$12 million contract for two years and six country programs can be roughly estimated at about \$2 million per country.

The Ambassadors' Girls' Scholarship Program (AGSP). World Education and its subcontractor, the International Enterprise Training Corporation (IETC) serves as the institutional contractor for West Africa, including Senegal. World Education and USAID/Senegal formed an advisory structure early-on with the Senegal MOE, the U.S. Embassy in Senegal, and PAEM. Synergies were established for the AGSP, primarily based on the schools and districts the scholarships would target. The critical issue of absorptive capacity (enough schools and student places to accommodate AGSP scholars) will be addressed by awarding scholarships to girls who are in proximity to the new schools constructed by PAEM in Tamba, Kolda and Fatick. The PAEM contract, apart from its AEI funding, has its own goal of increasing community support for the education of girls, and work started under PAEM will greatly benefit the AGSP.

The advisory structure determined that the scholarships to be distributed over the life of the AGSP in Senegal should be targeted to the extremely poor, HIV/AIDS orphans, and/or the physically challenged. Each of the 1,000 scholars will be supported for four years, for a total of 4,000 scholarship-years.

Although AGSP is intended for primary school girls, an exception was made in Senegal to award a limited number of scholarships to secondary school girls in each of the three regions.

Led by a World Education country coordinator for AGSP, partnerships were established with NGOs in the targeted regions with Femme Enfant Environnement (FEE), Gadec, and OFADNAOORE. World Education and the local NGO partners established relationships with the regional MOE officials and parent teacher associations (PTA) to form selection and oversight committees for AGSP. These committees were structured to take the lead role in developing the selection criteria and reviewing scholar applications. They also provide management oversight of the NGOs, particularly on the allocation of resources.

The three NGOs are responsible for determining the type and level of support for each girl, distribution of the scholarships, engaging parents to support the scholars, establishing the mentoring program, and monitoring scholar performance.

The mentoring component involves an informal partnership with Family Health International (FHI), another USAID/Senegal partner program. Female teachers and mothers will be trained as mentors, as will the secondary school scholars, as guided by FHI. Mentoring will focus on health issues including HIV/AIDS, as well as actual medicine provision to scholars. Mentors will also guide the scholars on taking care of their books, uniforms, etc. provided by the scholarship, and organize the redistribution of these items to other needy girls once the program is completed. Leadership skills are also a focus; scholars will be encouraged to be “ambassadors” of girls’ education by bringing along friends and classmates to AGSP functions.

Funding for AGSP in Senegal. Information was not yet available on the funding levels for the program.

Innovative Activities. Senegal serves as the base for the West Africa Mobile Task Team (WAMTT), a program which works with Ministries of Education regionally to mitigate the impact of HIV/AIDS on the education sector. Modeled on the success of the Southern Africa

Mobile Task Team, the WAMTT works with Ministries to develop more and improved sector-specific data on HIV/AIDS, improve policy dialogue and advocacy, strengthen management strategies, strengthen networks, and specific strategies and tools for responding to the epidemic.



Staff of the West Africa Mobile Task Team (WAMTT)

Funding for the WAMTT. WAMTT is implemented by the Dakar-based Africa Consultants International (ACI), through a \$3 million EQUIP task order administered by the American Institutes for Research (AIR).

Due to its institutional capacity and established relationships, ACI focused on Senegal as the first country program to develop. Country-specific funding for the Senegal program is anticipated to come through USAID/Senegal's program with FHI.

A second project under the Innovative Activities component is currently in development in Senegal. The project is centered on strategies for education in conflict settings, and will be focused on the Casamance region.

Cross-Cutting Themes on *Community and Parental Involvement in School Governance* and *Mitigating the Effects of HIV/AIDS on the Education Sector*. The teacher training component of AEI is naturally community-participation focused, based on the structure of the entire PAEM activity. PAEM has a discrete community participation objective, which provides a framework for the delivery of all the activities, including SITT. School management committees and parent teacher associations have been instrumental in the development of performance standards, providing valuable feedback and recommendations for the standards themselves as well as the delivery of the training on standards to teachers and administrators. SITT's establishment of specialized pedagogical training cells include developing training and materials for HIV/AIDS, to eventually reach all middle school teachers and principals.

The design of the AGSP management structure in Senegal demonstrates a best-practice for community participation for girls' scholarship programs. The establishment of selection and oversight committees to identify scholars and provide financial oversight to the local NGOs not only facilitates support for the scholars themselves, but also awareness of the multitude of challenges girls face in education – including gender violence in schools, methodologically inequitable treatment of girls in the classroom, and home/family culture that dissuades girls' education. Addressing HIV/AIDS concerns among the scholars has been designed as a primary focus of the mentoring program, and is anticipated to reach far more students than the scholars themselves. The targeting of scholarships to HIV/AIDS orphans also raises community awareness to a subject often considered taboo, particularly in educational settings.

AEI Activities' Progress and Results in Senegal

Teacher Training

Outputs through March 31, 2005 for in-service activities include training **790 teachers in evaluating student performance, giving and receiving feedback, the teacher's role in education reform, and understanding teacher performance standards**. Most training was delivered by the MOE's regional pedagogic advisors in each department of the three focus areas.

Training related to teacher performance was organized and delivered by the task team responsible for drafting performance standards. Additionally, **63 teachers were trained in action research.**

Pre-service achievements include the delivery of **specialized training for 157 unqualified teachers**, and the development of training modules on the newly-developed performance standards for teachers and principals. The **community-based consultation process engaged over 400 participants** in discussions on the performance standards as well.

SUMMARY OF TEACHER TRAINING OUTPUTS IN SENEGAL		
	<i>Type of Output</i>	<i># reached</i>
Total outputs counted toward AEI targets	In-service teachers trained	790
	Pre-service teachers trained	157 ¹
Additional outputs	Pedagogic advisors trained	66
	New Middle School Principals trained	24
	Experienced Middle School Principals trained	80
	Community members/parents actively participating in review of performance standards and training objectives	440+
	Principal guides published (to be distributed to all principals in FY2005 Quarter 3)	1,000
Total outputs		2,557

Projected beneficiaries impacted	Students	135,000
	Institutions strengthened (schools)	450

In addition to supporting teacher development, **46 pedagogic advisors were trained in active learner-centered methods**, and **another 20 pedagogic advisors, 24 new principals, and 80 experienced principals joined the in-service activities** on the topics mentioned above.

Projected impact. **The AEI teacher training target in Senegal was set at 700, which has been reached two years ahead of schedule.** PAEM estimates they will reach roughly another 1000 teachers beyond the target. It is anticipated that the teacher training component will eventually **improve the learning environments of 135,000 middle-school students** in Senegal. These students will directly benefit from the **institutional capacity built at 450 middle schools** in Senegal.

Textbooks and Other Learning Materials

¹ This figure was provided to MEABED during an in-country site visit. However, the figures reported to the USAID Consolidated Reporting System for Presidential Initiatives are different. MEABED is reviewing all data collected to reconcile.

The first year of the TOLM program in Senegal reported **270,000 reprinted readers** packaged in boxed libraries, delivered to 6,000 primary schools in Senegal. For year two, **100,000 science and language arts textbooks** have been printed, and are currently en route to Senegal.

Projected impact. The **boxed libraries** have increased access to reading books for all of Senegal's primary school students, currently estimated at approximately 1.3 million. For



Teachers and learners of Khar Yalla Community School of Dakar displaying AEI Textbooks

year two – the **100,000 language arts and science textbooks** are expected to improve the textbook to pupil ratio, though the extent of this improvement, and an estimate of children impacted will not be known until a few months into the next school year.

An important goal of the TOLM was the establishment of strong relationships between HBCUs and African education officials. In Senegal, the partnership between ECSU, the University of Dakar, and the Senegal MOE is very strong, and is already yielding results beyond AEI. **Discussions and planning for future collaborations outside the TOLM**

program are ongoing between the office of the president of both ECSU and the University of Dakar. The **TOLM project is also reportedly responsible for the establishment of an African Studies Program, and a strengthened French language program at ECSU.**

AEI Success Story - Textbooks and Other Learning Materials in Senegal

(Reprinted from the USAID/Senegal website)

Delivering 270,000 children's textbooks in 10,000 plastic boxed libraries from across the Atlantic to schools throughout Senegal sounds like a massive venture. It is possible, however, through meaningful cooperation all round. The formula is simple: Local authors write. National government collaborates. Historically black American colleges and universities publish. The Africa Education Initiative finances. Senegalese children learn.

At a lively ceremony on June 23, 2004, the children of Khar Yalla School in Dakar were the first children to lay their hands on a few of the 270,000 new books. The remainder of the huge shipment, enough to fill a couple classrooms, will find their way to each of Senegal's 6,000 elementary schools before classes resume in early October. "Convinced that the children of Africa are the future of the continent, our government is committed to a massive investment in their education," U.S. Ambassador to Senegal, Richard Roth, told the crowd of children, teachers, parents and government ministers. "Education is key to the country's future economic growth and the fight against poverty as well as a determining factor in building a sustainable democracy."

According to Dr. Sarah Moten, USAID Africa Bureau Education Division Chief, Senegal was chosen because it is "one of those countries that we felt we could make a difference in because it is open and receptive in terms of education." She noted that President Abdoulaye Wade ran on a platform of youth and education and that U.S. President Bush has emphasized education. "When I return to this school, for the third time, I want to see every child able to read a book

that we provided," she said at the Khar Yalla ceremony, calling on parents to support their children's efforts to read and learn.

Thanking the U.S. government, the Mayor of Dakar's Grand Yoff district, Malick Sow, said the books represented a "symbol of the dynamism marking U.S.-Senegalese cooperation." He and school director Massene Sene instructed teachers and children to take good care of the books.

The partnership between the Senegal Ministry of Education, University of Dakar, and North Carolina's ECSU worked closely with USAID to arrange the book donation. "We are hoping that it will bring about a systemic change in reading habits," said Johnny L. Houston, ECSU program director. Teachers can carry the boxed libraries between classrooms, and allow students to take individual books home on weekends to read.

"The idea was to impact not just a pilot school, or one school, but to impact all of the elementary schools by emphasizing reading to get them more eager to read," he said. The project is also to provide mathematics and science books for elementary schools in Senegal.

The books are certainly in demand. Even though the percentage of children attending elementary schools rose from 68.3% in 2000 to 75.8% in 2003, there has been "strong degradation in the quality of education, resulting directly from the increasing size of the system," explained Senegal's Education Minister Moustapha Sourang.

"By choosing to support through AEI, your government has once again demonstrated a perfect understanding of the challenges facing education in Senegal," he said, adding that the book donation will "considerably transform working conditions of teachers and students."

One of these challenges is a lack of financial means for the less fortunate. "Books are expensive, but with this gift you have made it possible for children to read," said local author, Fatou Ndiaye Sow, adding that she would like to see books written by Senegalese authors find their way into libraries in English-speaking countries one day. "These books can help children find their dignity."

The Ambassadors' Girls' Scholarship Program. By March 31, 2005, the **program distributed 1,000 scholarships for girls for the 2004/2005 academic year.** Scholarships were awarded in Tamba (334), Kolda (333) and Fatick (333).

Projected impact. The AGSP is expected to support these 1,000 girls through completion of primary school, for four years each. Other impacts include the establishment of community-based educational committees, strengthened NGO partners, and mentoring activities that will reach children well beyond the scholars themselves.

History of the African Education Initiative (AEI) in Senegal

The Education for Development and Democracy Initiative (EDDI) was instrumental to the establishment of an education objective within the USAID/Senegal mission. USAID/Senegal served as the home of the EDDI country coordinator and thus coordination of EDDI was centralized in the mission and perhaps more streamlined than country programs with an inter-agency oversight structure. EDDI funded nine country-specific, activities in Senegal between 1998 and 2003 amounting to approximately \$5,370,000, with an additional 10 activities regionally managed and funded. EDDI activities in Senegal emphasized gender in the majority of the

activities, specifically equity in education, fostering female leadership, accessing technology and ameliorating female social vulnerabilities, such as disproportionate levels of poverty as well as health and family issues within the HIV/AIDS context. EDDI activities also focused on community-based technology resource centers, HIV/AIDS awareness among youth, the reinforcement of academic institutions and infrastructure, and the special educational needs within conflict settings. Of the nine Senegalese implementing partners for EDDI, six were gender-based NGOs, two were universities and a single research institution.

Under AEI, the investments and successes of EDDI activities and country programmatic foci are evident among the current and planned activities. Girls' education remains a top priority and challenge. The Textbook and Teacher Training components of AEI are leveraging EDDI investments in infrastructure by targeting some of the same schools and districts that were strengthened under EDDI. An important innovation started by EDDI – education in the conflict setting of the Casamance region, will likely be further developed under AEI through a proposed Innovative Activity.

In Senegal, AEI's response to the cross-cutting theme on HIV/AIDS mitigation is mainly manifested under the Innovative Activities component, through the regional West Africa Mobile Task Team. Senegal serves as the base for the Mobile Task Team, as well as the first country strategy to be operationalized for the activity. The Community Participation cross-cutting theme is visible in both the AGSP component and the Teacher Training component, particularly on the design of the activities, and the structures put in place for activity oversight.

As with EDDI, USAID/Senegal plays a central leadership role in AEI activity coordination and oversight, and the commitment to fostering coordination and cooperation among the AEI activities and partners is apparent. USAID/Senegal has also successfully engaged the MOE in all the AEI activities, as a natural extension of the relationship required for its own country education strategic objective.

Senegal is among 16 countries around the world, which have been selected to benefit from the \$41 billion Millennium Challenge Account (MCA), after it qualified under the criteria set for developing countries. The criteria include a country's ability to rule justly, investing in people and promoting economic growth. The MCA initiative is the first program of its kind in the world and would give the government the free hand to select its priority projects for funding without any conditions. The Millennium Challenge Corporation (MCC), recently signed a grant agreement with the Government of Senegal to provide up to \$6.5 million to assist the country in developing its Compact with the MCC. Senegal's Compact proposal contemplates the development of a large-scale industrial, commercial, and residential site called the Diamniadio Platform. The proposed project would address one of Senegal's greatest barriers to poverty reduction and economic growth—the lack of suitable space for commercial and industrial expansion on the Dakar Peninsula.

Education Context for AEI

In 1998, the Government of Senegal (GOS) made a commitment to provide basic education to all by 2010. In order to attain this objective, GOS adopted the “Plan Décennal de l'Éducation et de la Formation” (PDEF) or the Ten-Year Education and Training Plan, which is a comprehensive strategy for improving both the access and quality of basic education in Senegal.

PDEF notwithstanding, the Senegal education system has been plagued by obstacles which have resulted in a very low school enrollment rate. Statistics published for 2003 by the Senegalese MOE indicate that the gross school enrollment rate for boys in primary school was 675,472 while that for girls was 611,622. Comparing the figures with the country's active under 14 population of 4,620,191, suggests that less than 25% of all children have access to basic education.

However, GOS has taken various measures to improve both the access and quality of basic education. This has been done with the support of multilateral and bilateral donors such as the World Bank, United Nations Educational Scientific and Cultural Organization (UNESCO), the Islamic Development Bank, the African Development Bank, the Association for the Development of Education in Africa (ADEA), the United States Agency for International Development (USAID), the Japanese International Cooperation Agency (JICA) la Coopération Française, and the Japanese, Swedish, Canadian and German governments.

Through partnerships and external support, GOS has accomplished the following:

- Instituted the Children' Learning Access Sustained in Senegal (CLASS)
- Introduced the Senegal Improved Teacher Training (SITT) Program
- Established a new school curriculum
- Introduced Information Communication Technology into school curriculum and teacher training
- Integrated the teaching of HIV/AIDS into the school curriculum
- Increased community/parental participation in education.

Educational Challenges

The challenges facing AEI in Senegal can be defined as access, quality and limited financial resources.

Access. There are a vast number of out-of-school children, due to poverty, social marginalization and in some cases, the inefficient or inequitable provision of services within the educational system. Cultural practices contribute to a very low perception of girls' education. Domestic chores, such as caring for siblings or ill family members, work against parents' inclination to educate their daughters. Unfriendly school environments such as unsafe and unsanitary schools, pregnancy and the risks of walking long distance to schools cause many children to drop out.

Quality. The quality of education is poor due to insufficient or irrelevant teaching and learning materials. Teachers and principals are inadequately trained and poorly compensated, resulting in weak governance, poor performance, and management within the education system. The quality of education is also compromised by inappropriate or biased curricula, cultural insensitivity, and language of instruction.

Financial resources. There are insufficient funds to sustain quality education. This often results in the lack of political commitment and institutional capacity within the government to ensure the development and implementation of educational strategies towards disadvantaged groups.

USAID/Senegal and AEI Program Theory

The size and scope of USAID/Senegal's education program, the Projet d' Appui à l'Enseignement Moyen (PAEM), makes it a central departure point for the development of activities, goals and objectives for AEI in Senegal. The PAEM is an EQUIP II Leader with

Associates award held by the AED and a consortium of international and local partners including Research Triangle Institute (RTI), the Mississippi Consortium for International Development (MCID), Tostan, and la Fondation Paul Gerin Lajoie. PAEM's main objective is *"To develop a quality middle school education that will equip a larger number of Senegalese citizens with basic skills necessary for increased participation in the political, economic and social development of the country."*

The program will achieve this objective by 1) increasing the capacity of the middle school system to enroll more children, particularly girls, through construction and rehabilitation of middle schools, 2) improving the quality of middle school education by strengthening the capacity of teachers and school directors, and empowering parents and communities to be involved in their children's middle school education, and 3) facilitating the decentralization process of management planning and funding of the middle school system.

AEI's relationship to PAEM is both formal and informal. AEI funds are incorporated into the PAEM project specifically for teacher training. For AGSP, PAEM was brought in to advise on the targeted regions for scholarships (leveraging the new openings available due to the newly-constructed schools), as well as to further strengthen the engagement and support of the MOE nationally and regionally. The MOE is highly engaged in the PAEM (and the project is physically located within the MOE), thus this support was naturally transferred to AGSP due to the harmonized goals. In addition to the obvious links and dependencies between PAEM's objectives and the TOLM objectives, cooperation between the two programs came in the form of materials distribution – PAEM assisted in getting the new materials to schools within their targeted regions.

The program theory for AEI in Senegal is thus described as the establishment of a symbiotic and mutually dependent relationship between USAID/Senegal and AEI, in order to facilitate each other's success. The mutual dependency factor is key to this program theory – as it facilitates buy-in from all parties and institutions to the goals and structures of both programs, since they are minimally distinct.

USAID/Senegal's dependence on the predecessor initiative, EDDI, in order to establish its own education strategic objective and program, is a critical factor in why the program theory for AEI has worked thus far. In many USAID country mission programs, Washington-driven initiatives like EDDI and AEI often face resistance, sometimes due to the increased management burden, and sometimes because these multi-country initiatives are viewed as counter-intuitive to the bilateral strategy and goals so painstakingly developed with the host country stakeholders. The balance between fostering that bilateral relationship with contributing to broader continent-wide goals is understandably challenging. But in this case, USAID/Senegal's education strategy and establishment of a relationship with the Senegal MOE were developed simultaneously and dependently with a Washington-based initiative. This provided an opportunity to effectually "pre-empt" the typical tensions between bilateral and regional strategies, and furthermore, to leverage these strategies in a more meaningful way than simply mixing two sources of money.

Another factor in the success of the AEI program theory in Senegal is that USAID/Senegal's leadership and coordinating role includes carefully maintaining the separate identities of the mission program and the initiative – as evidenced by the clear distinction that partners and stakeholders demonstrated in describing their activities, and the apparent acceptance of the value of each identity. Funding, outputs, and results can clearly be attributed to one or the other, while at the same time certain achievements can rightfully be claimed by both.